

6-12

Reading Success Plan

Guidance for Missouri School Districts



Missouri
Read,
Lead,
Exceed

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Reading Success Plans Beyond Grade 5

Contents

READING SUCCESS PLANS FOR SECONDARY STUDENTS	2
DEFINE.....	2
What is an RSP?.....	2
What is a Substantial Reading Deficiency (SRD)?.....	3
What is the RSP process?	3
Gathering and analyzing student data	3
Determining if a student has an SRD	3
Using data to set student growth goals	3
Assessing whether students meet goals at the end of instruction	3
IDENTIFY	3
CREATE/UPDATE	4
IMPLEMENT	5
Factors to Consider	5
Parent Communication	5
Progress Monitoring.....	6
EXIT	6
Exiting a student from an RSP	6
When can a student exit an RSP?.....	7
RSP Reporting Requirements	8
STAFF INVOLVEMENT	10
STUDENTS WHO EXHIBIT FIRST-TIME SRDs DURING GRADES 6-12	10
ADDITIONAL LITERACY CONSIDERATIONS AT THE SECONDARY LEVEL	10
For More Information	11

READING SUCCESS PLANS FOR SECONDARY STUDENTS

Students who enter grade 6 with a deficit in one or more foundational reading skills are at a significant disadvantage when it comes to engaging with increasingly complex texts in their classwork. Recent legislation in Missouri seeks to address reading foundation needs in the elementary grades to prepare students for the increasing reading challenges beyond grade 5. Within SB 681 (2022) are requirements for meeting the needs of students with reading difficulties in grades K-5. Included in these requirements is a description of students who must be placed on a Reading Success Plan (RSP) (Section 167.645, RSMo): “(1) Exhibits a substantial deficiency in reading which creates a barrier to the child’s progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or (2) Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia.”

This publication provides guidance for Reading Success Plans beyond grade 5. **In order to be familiar with the RSP process for students in grades K-5, the Department of Elementary and Secondary Education (DESE) recommends that secondary educators read [K-5 Reading Success Plan Guidance for Missouri School Districts](#).** Please take time to read through that guidance in its entirety (including appendices) and collaborate with elementary colleagues to develop an understanding of their RSPs work.

Please contact DESE’s Office of Literacy at Literacy@dese.mo.gov or 573-522-5048 for further assistance.

DEFINE

What is an RSP?

An RSP is a well-developed and defined plan to support students who exhibit a substantial deficiency in reading. Missouri legislation (Section 167.645, RSMo) specifically addresses student literacy and lists the requirements of an RSP in grades K-5. The development of an RSP includes the process of gathering and analyzing student data, determining if a student has a substantial reading deficiency (SRD), using data to set student growth goals, and assessing whether students meet those goals at the end of instruction. Students who receive an RSP must have evidence-based reading instruction that is grounded in the science of reading.

An RSP is designed to monitor the specific skills needing improvement as identified through a state-approved assessment, a dyslexia screener, teacher observation, or any other relevant student reading data. The teacher should use the identified skills to select aligned, appropriate, and explicit interventions, as well as progress monitoring tools to measure growth. *Note: If a teacher relies solely on observation to determine the need for an RSP, the subjectivity of that approach may be questioned. It is best practice to support teacher observations with objective assessment data to ensure validity and consistency.*

Per Senate Bill 681, Section 167.268, RSMo, requires that “each LEA should have on file a policy for Reading Success Plans.”

What is a Substantial Reading Deficiency (SRD)?

An SRD refers to a situation in which a student is one or more grade levels behind in reading or reading readiness as established by Section 167.645, RSMo. This can be determined when a student does not meet the minimum skill levels for reading proficiency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, or overall Lexile level for the student's grade level.

What is the RSP process?

Gathering and analyzing student data

The first step in the RSP process is to gather and analyze student data. At a minimum, the body of evidence will include results from the K-5 state-approved foundational reading assessment as well as results from the K-3 required dyslexia screening, if administered separately from the state-approved foundational reading assessment. (Parents may request a dyslexia screening beyond grade 3.) Once collected, local education agencies (LEAs) should review and analyze this body of evidence to determine if an RSP is required.

Determining if a student has an SRD

Any K-3 student identified as having an SRD, any newly enrolled grade 4-5 student identified as having an SRD, any K-12 student identified as being at risk of dyslexia, or any K-12 student formally diagnosed with dyslexia must be provided an RSP. As defined in Section 167.645, RSMo, an SRD exists when a student is one or more grade levels behind in reading or reading readiness. This can be determined by the student's most recent reading assessment results or through teacher observation. A student is determined to have an SRD when reading assessment results indicate an "At Risk" level in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension, or Lexile level for the student's grade level.

Using data to set student growth goals

By using the body of evidence of student reading data, teachers can pinpoint a student's specific area of growth, which provides in-depth information about instructional needs. When the assessment indicates a skill deficit, multiple data points for that specific skill and/or associated skills are included that help determine intervention needs and goals. Once student growth goals are set and defined the RSP should be updated and revised as new progress monitoring data is collected.

Assessing whether students meet goals at the end of instruction

An RSP is designed to monitor the specific skills needing improvement identified by teacher observation, reading assessments, a dyslexia screener, and any other relevant student reading data. The teacher should use those identified skills to select aligned, appropriate, and explicit interventions and assessments to measure growth. The teacher and administrator must make a careful decision about an evidence-based intervention.

IDENTIFY

Students who enter middle school with an RSP have either been previously identified as having an SRD through assessments or teacher observation OR have been identified as being at risk for dyslexia according to a dyslexia screener OR have been formally diagnosed with dyslexia. The LEA will provide an

explanation within an RSP that the instruction used to teach the student reading will be explicit, systematic, and diagnostic, as well as based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.

To be well prepared to meet the needs of students who will be entering grade 6 with an RSP, it is essential to communicate within the LEA to identify those students and review the students' current RSPs to determine how to plan and target instruction.

It is possible for students with Individualized Education Programs (IEPs) to also have an RSP. If a student's IEP includes reading goals that address the SRD, it is not necessary to create a separate RSP document. However, this student will still be reported as having an RSP. If a student with an IEP does not have reading goals that address the SRD, then a separate RSP document must be maintained. Just as with a regular RSP, instruction needs to be well planned and target the SRDs of the student.

It is also possible that some of the English Learners (ELs) entering grade 6 will have an RSP. If an English learner's RSP goals were included within the Individual Academic Plan (IAP), then the student will still be reported as having an RSP. Just as with a regular RSP, instruction must be carefully planned to specifically target the student's SRD.

Students must continue with an RSP until the SRD is remedied (see EXIT section on pp. 6-7).

An LEA must implement an RSP for students identified as being at risk of dyslexia or for students with a formal diagnosis of dyslexia. For students who are found to be at risk of dyslexia the RSP goal should address the area of need identified through dyslexia screening. If a student has a formal diagnosis of dyslexia and data show that the student does not require intervention, an RSP must still be implemented. Although data may not show a need for intervention, it is critical that students with dyslexia are monitored and information about any supports are shared with all educators each year. For students with a formal diagnosis of dyslexia and a 504, their RSP may be embedded within the 504.

CREATE/UPDATE

A district must include the following components in its written district policy for elementary (grades K-5) RSPs to meet the requirements in Section 167.645, RSMo:

1. administer the beginning-of-year foundational reading assessment and gather baseline data;
2. identify students in need of an RSP (RSPs must be provided no later than the end of the first quarter; no later than the end of December for kindergarten);
3. develop RSP growth targets;
4. provide intensive interventions/services;
5. provide professional development services if necessary;
6. document reading instruction programming;
7. monitor progress;
8. communicate with parents/guardians and make suggestions for regular parent-guided reading;
9. address reading proficiency in the Comprehensive School Improvement Plan (CSIP);
10. administer end-of-year reading assessment and update the RSP; and
11. report to the Department of Elementary and Secondary Education (DESE) all students requiring RSPs, specific intervention, and support provided.

The above requirements apply for students in grades 6 and beyond who remain on an RSP from elementary school and for those who receive a formal diagnosis of dyslexia *with the following exception*: The required beginning-of-year (BOY) and end-of-year (EOY) assessments do not have to be a state-approved assessment; however, to ensure that a student's specific SRDs are properly addressed, assessments must provide data on foundational reading skills. These assessments may be district- or school-developed assessments. While these options are acceptable with RSPs at grade 6 and beyond, use of the same assessment used with the students in their elementary school can provide much more accuracy and consistency in determining improvement in the identified reading deficiency. The vendor of the district's K-5 foundational reading assessment can provide information regarding the highest grade level to which the assessment is normed. *Note: As stated above in "What is an RSP?" (p. 2), if a teacher relies solely on observation to determine **the need** for an RSP, the subjectivity of that approach may be questioned. It is best practice to support teacher observations with objective assessment data to ensure validity and consistency.*

IMPLEMENT

Factors to Consider

When implementing an RSP, there are several factors to consider.

- It is necessary to understand that students, regardless of grade level, may land at any point on the literacy continuum. High-quality instruction must meet students where they are on the continuum and accelerate their learning.
- Student goals for growth should be directly tied through data analysis targeting the element or elements that keep the student from mastering foundational skills of development.
- If a student has an established or newly created IEP or IAP, review the student's plan to confirm that reading intervention needs, if necessary, are being addressed and are aligned with RSP requirements.
- Professional development for teachers should be consistent and ongoing.
- The District Literacy Plan should be evaluated annually for effectiveness.
- The RSP guidance and template provides the process in which a team will use diagnostic data and progress monitoring to create and revise RSP components with the goal to eventually exit a student as a successful reader.

[K-5 Reading Success Plan Guidance for Missouri Schools](#) contains an RSP Implementation Checklist (Appendix D) and RSP Template (Appendix E).

Parent Communication

DESE recognizes family engagement as a critical area of focus in its accountability for a quality education system. Maintaining a partnership and strong communication with families and caregivers throughout a student's entire K-12 educational career helps bolster a support system conducive to learning.

Engaging families meaningfully and early about students' reading achievement progress contributes to student success. LEAs are required to notify parents/guardians of an SRD and the implementation/continuation of an RSP. In addition, LEAs should offer a plan that includes suggestions for regular parent-guided reading at home. Progress updates must be provided for any student who has an RSP; therefore, regular communication with parents is essential. An initial notification must be in writing for any student with an RSP, with at least three additional updates including an end-of-year

report of the student's results on the reading assessment. While only the initial notification is required to be in writing, written communication for all updates, including the end-of-year report, is strongly recommended. All verbal communications should be thoroughly documented in writing.

Parent communication for students with RSPs will include the following:

- identification of substantial deficiency in reading;
- description of the services currently provided;
- description of proposed supplemental services and supports that will be provided to the student, designed to remediate the identified area of reading deficiency;
- strategies for parents/guardians to help the student succeed in reading proficiency, including the promotion of parent-guided home reading; and
- notification of summer reading opportunities, if available.

All communication should be provided to the parent/guardian in a manner that is appropriate and includes accommodations as needed. The LEA should find ways to encourage all families, including those who are not English speakers, to partner in this important effort. Developing skills in the first language enhances second-language learning. See Appendix F in [K-5 Reading Success Plan Guidance for Missouri Schools](#) for samples of parent communication letters.

Progress Monitoring

Progress monitoring is essential to ensure that the intervention students receive is effective in moving them toward proficiency in the area of their SRD. Progress monitoring provides data that can be used to ensure the effectiveness of instruction, measure student growth over time, and inform instructional decisions.

Evidence-based practices for progress monitoring include

- determining the student's current skill level;
- choosing a progress-monitoring measure that aligns with the focus of the intervention that the student will receive;
- setting realistic goals that will help the student move toward proficiency in a reasonable amount of time;
- monitoring progress frequently (progress monitoring every two weeks will allow educators to effectively monitor student growth); and
- using data gathered from progress monitoring to guide instruction and to adjust reading goals.

All state-approved assessments provide progress-monitoring tools and supports for teachers.

EXIT

Exiting a student from an RSP

SB 681 (2022) requires that an RSP remain in place until the student demonstrates grade-level reading competency. The RSP will be updated and revised based on progress monitoring until grade-level reading competency is achieved. This guidance supports LEAs in determining when a student has reached grade-level reading competency and may exit an RSP.

When can a student exit an RSP?

Section 167.645, RSMo, requires that an RSP remain in place until the student's reading deficiency is remedied. A student in grade 6 or beyond may exit an RSP when the student

- demonstrates proficiency in all appropriate foundational skills areas as indicated on assessment scores for at least two consecutive reading assessments from the beginning, middle, and end of the school year; and
- maintains grade-level proficiency in reading through Tier 1 instruction (provided to all students in a general classroom) alone.

Once a student demonstrates proficiency in all appropriate foundational skill areas as indicated by an assessment, it is suggested that the educator develop a plan to transition the student from Tier 2 (targeted, small-group instruction) or Tier 3 (intensive, individualized instruction) to Tier 1 instruction. At that time, the entire body of evidence (assessments, student work, teacher observation) should be reviewed to determine any adjustments that should be made to the RSP. The level of support being provided to the student should be reviewed and adjusted to align with the current level of proficiency. For example, it may be determined that a student's intervention level be changed from intensive to supplemental as more data is gathered to determine the student's level of proficiency.

Progress monitoring should still occur as the student is transitioned to Tier 1 instruction and should continue until the student is able to exit the RSP. The frequency of progress monitoring should be adjusted as the level of intervention changes. For example, progress monitoring frequency may change to once a month after the student has transitioned to Tier 1 instruction. By continuing to progress monitor, the educator will be able to ensure that the student is maintaining proficiency. If progress monitoring data reveals that the student is not maintaining proficiency, the level of intervention should be adjusted to account for the increased need the student is demonstrating.

When making the decision to remove a student from an RSP, the LEA should consider the context in which the student demonstrated reading competency and the likelihood the student will continue to progress in reading without the RSP in place.

It is recommended that secondary educators use elements from the template provided in the [K-5 Reading Success Plan Guidance for Missouri Schools](#) (Appendix E) to demonstrate a student's progress over time. Results of student progress must be documented, compiled into a schoolwide form (if applicable), and submitted to the district. The LEA will then compile results from all schools within its district and report to DESE as required. (See tables on pp. 8-9.)

Considerations:

- Has the student demonstrated mastery of the minimum competencies consistently over multiple measures?
- Does the student demonstrate reading competency in all sub-skills measured by the assessment?
- Does the assessment data align with the additional body of evidence?
- Does the student require additional support through Tier 2 or Tier 3 interventions in order to maintain grade-level competency?

- If the student is an English Learner, was adequate language support provided through Tier 1 programming, including English Language Development instruction, to ensure continued progress in reading?

RSP Reporting Requirements

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LEAs are required to report RSP data in MOSIS during the February and June reporting cycles. The following data must be reported:

RSP Reporting in MOSIS			
February	RSP – Select one of the following. • No RSP • Received an Initial RSP • Updated an Existing RSP • Exited an RSP • Exempt from Foundational Reading Assessment	Primary Intervention – Select one of the following. • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension • Dyslexia	Primary Support – Select one of the following. • Small-Group Instruction (within the classroom) • Small-Group Instruction (outside of the classroom) • Individual Intervention • Before- or After-School Tutoring
June	RSP – Select one of the following. • No RSP • Qualifies for an Initial RSP Based on EOY Assessment • Received an Initial RSP • Updated an Existing RSP • Exited an RSP • Exempt from Foundational Reading Assessment		

The table below provides the name, codes, and definitions for RSP MOSIS reporting options.

Name	Code	Definition
No RSP	NO RSP	No RSP
Received an Initial RSP	REC RSP	Received an initial RSP
Updated an Existing RSP	UPDATE RSP	Updated an existing RSP
Exited an RSP	EXIT RSP	Exited an RSP
Exempt from Foundational Reading Assessment	EXEMPT	Exempt from Foundational Reading Assessment
Qualifies for an Initial RSP Based on EOY Assessment	QUALIFY	Qualifies for an initial RSP based on EOY assessment (only available to report in June)
Phonemic Awareness	PHONAWARNS	The primary intervention for the student is phonemic awareness.
Phonics	PHONICS	The primary intervention for the student is phonics.
Fluency	FLUENCY	The primary intervention for the student is fluency.
Vocabulary	VOCAB	The primary intervention for the student is vocabulary.
Comprehension	COMP	The primary intervention for the student is comprehension.
Formal Dyslexia Diagnosis (only select if data show no need for intervention)	DYSLEXIA	The student has a formal diagnosis of dyslexia. Data show that they do not require intervention. Although intervention may not be necessary, it is critical that students with dyslexia are monitored and information about any supports are shared with all educators each year.
Small-Group Instruction (within the classroom/Tier 1)	SMALLGROUPINCLS	The primary support for the student is small-group instruction within the classroom/Tier 1 instruction.
Small-Group Instruction (outside of the classroom)	SMALLGROUPOUTCLS	The primary support for the student is small-group instruction that is provided outside of Tier 1 instruction.
Individual Intervention	INDVINTERVENTION	The primary support for the student is individual intervention during the day.
Before-/After-School Tutoring	BFAFTERSCHL	The primary support for the student is before- or after-school tutoring outside of school hours.

STAFF INVOLVEMENT

At the elementary level, staff involvement in designing, implementing, and reviewing RSPs typically is the responsibility of the general classroom teacher, reading interventionist, and building principal. This becomes more complex at the secondary level, though, because a secondary school rarely has a reading interventionist. Furthermore, students often have five or more general classroom teachers, some of whom may not have received training in evidence-based practices adhering to the science of reading. DESE's Office of Literacy provides opportunities for such training.

Steps to Consider in Development of RSP Staffing

- Work closely with and learn from K-5 RSP teams within the LEA about management of the entire RSP process.
- Encourage secondary educators to participate in Missouri Read, Lead, Exceed training initiatives.
- Work with Regional Professional Development Center literacy consultants and coaches to put together a strong school-level literacy team as part of the LEA's Comprehensive Literacy Plan.

STUDENTS WHO EXHIBIT FIRST-TIME SRDs DURING GRADES 6-12

As students encounter more complex texts across content areas during middle school and high school, it is possible that a student who never needed an RSP will at some point need targeted reading instruction ranging from in-the-classroom Tier 1 to intensive, individualized Tier 3. While the implementation of a first-time RSP is not required in grades 6-12 (except when a student is found through screening to be at risk for dyslexia or receives a formal diagnosis of dyslexia during those grades), educators need to consider what is in the best interest of the student and follow best practices to ensure the student receives the necessary resources and instruction to keep reading up to grade level. If it is determined that the student would benefit from a formal RSP, then it is recommended—but not required—that the school follow the guidelines provided for grades K-5 to ensure fidelity across the district in how the process is addressed. Whether a formal RSP is used or an alternative strategy is incorporated to assist the student, it is the responsibility of all educators to ensure that students receive the instruction they need to achieve academically and to grow into literate adults.

See the above section “What is the RSP process?” (p. 3) for more information.

ADDITIONAL LITERACY CONSIDERATIONS AT THE SECONDARY LEVEL

A common adage is that students learn to read in the elementary grades and then read to learn in the middle and high school grades. While there is some truth to this, one cannot ignore an important fact: text complexity increases substantially as students begin coursework in secondary content areas. This increasing text complexity requires that students develop skills to successfully navigate their way through the reading demands of later grades; thus, in a sense, students are still learning to read. Middle and high school teachers should be cognizant of this and have the knowledge required to address three types of literacy students will need to be successful in their classrooms: (1) foundational literacy, (2) content literacy, and (3) disciplinary literacy.

Foundational Literacy

The pillars supporting early literacy are phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students in grades 6-12 who require further instruction in phonemic awareness and phonics should receive this instruction in either a Tier 2 (targeted, small-group instruction) or Tier 3 (intensive, individualized instruction) setting, ideally with a reading specialist. The other foundational elements—fluency, vocabulary, and comprehension—can typically be incorporated smoothly into Tier 1 instruction (regular classroom instruction beneficial to all students) as students engage with more complex texts in all content areas: language arts, math, science, social studies, the arts, etc. Content literacy and disciplinary literacy provide the avenues for this Tier 1 instruction.

Content Literacy

All content areas benefit from the skills that fall under this category of literacy: predicting, questioning, annotating, summarizing, etc. Students should learn that before they begin reading an assigned passage it is helpful to look at headings, subheadings, photos/captions, and other text features to help them organize the material ahead of time. Teachers can aid their students in comprehending assigned text by providing background knowledge ahead of time through sharing relevant visuals (photos, videos), making comparisons to similar topics, and frontloading important vocabulary. Years of research have shown these strategies to be instrumental in improving comprehension of texts.

Disciplinary Literacy

Disciplinary literacy differs from content literacy in that it is specific to each discipline: biology, chemistry, history, sociology, trigonometry, orchestra, etc. The goal is to teach students to think like a scientist, historian, mathematician, musician—in other words, as a discipline specialist—in order to dig deeply into a rich, discipline-specific text such as a lab report in chemistry or a primary source document in history. Discipline-specific texts have their unique vocabularies, text structures, cadences, and reading/thinking practices, among other components. Teachers who instruct their students in the how-to's of addressing these specific texts can expect to see better student comprehension of these texts.

FOR MORE INFORMATION

DESE's Office of Literacy wants to support Missouri educators in their work to ensure that all students become successful readers. For more information, please contact the Office of Literacy at Literacy@dese.mo.gov or 573-522-5048.